



SRO

STATE SCHOOL REFORM/REDESIGN OFFICE

Michigan Department of Technology, Management and Budget

Mt. Clemens Middle School

*Annual Reform Plan for Mt. Clemens Community Schools
SY 2016 -2017*

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Directions: Schools identified in the bottom 5% of public schools in the State of Michigan are required to submit a redesign plan to the State School Reform Officer. MCL 380.1280c (2) requires the plan to be submitted within 90 days after being placed under the supervision of the State School Reform/Redesign Officer. The redesign plan will include the following sections. If an addendum is necessary for the implementation of the selected intervention model, attach a completed executed addendum for each applicable collective bargaining agreement. To exit Priority School status, schools must meet the following exit criteria.

1. Top to Bottom Requirement (TTB): The school must have a TTB percentile rank of 5 or higher.
2. Annual Measureable Objective (AMOs): The school must have met its AMOs for both math and reading in the all students subgroup.
3. Assessment Participation Requirement: The school must have at least 95% participation rate on all required state assessments.

Please complete this plan and submit to the State School Reform Redesign Office (SRO) at DTMB-SROPLANS@michigan.gov by **September 30, 2016**. If you have questions, please contact Jill Baynes, Department Manager, at (517) 335-2741 or baynesj@michigan.gov.

Section 1: Indicate which of the four federal turnaround models the district has chosen to implement: Models can be found on the U.S. Department of Education website.

☒ Transformation
☐ Restart

☐ Turnaround
☐ Closure

Section 2: The district agrees to submit data to the State School Reform Office at regular intervals as per 1280c(5).

Section 4: The redesign plan was written with input from the local teacher bargaining unit and the local superintendent; and is signed by the School Board President or President of the Board of Directors.



11-29-16

Signature of School Board President or President of Board of Directors

Date

EARL C. RICKMAN

11-29-16

Printed Name of School Board President or President of Board of Directors

Date

☐ An addendum is necessary for the implementation of the selected intervention model.

Attach an executed addendum for each applicable collective bargaining agreement.

☒ An addendum is not necessary for the implementation of the selected intervention model.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented. Your reform plan requirements should be based on relevant data and context for your school. When appropriate for each requirement, cite data used to support the strategies in the plan and include relevant considerations that led to the plan decisions.

While developing the plan, the reform planning team must consider the following:

- the resources that will be allocated to this to ensure effective implementation,
- the indicators that will be used to guide your progress,
- the long-term outcomes the school/district expects (be specific), and
- the evidence the school be able to provide to document the implementation of the requirement.

Use your reform planning template to note these factors during your planning discussions, and include any of these in your requirements as you find appropriate. These will be used in the goal identification and strategic planning components of the School Improvement Plan after your reform/redesign plan is approved. This will allow for more focused planning, including selection of strategies and activities to effectively implement the plan.

A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement.

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

• Dr. Bill Pearson	Superintendent	PearsonB@mtcps.org
• Joe Gibson	Principal	gibsonj@mtcps.org
• Sarah Mohler	Data and Assessment	MohlerS@mtcps.org
• Theresa Hasenauer	School Improvement Facilitator	thasenauer@misd.net
• Paul Robinson	Intervention Specialist	Paul.Robinson@flushingschools.org
• Earl Rickman	School Board President	rickmanearl2010@gmail.com
• Mary Campbell	Union President	campbellm@mtcps.org
• Colleen Dahlman	SIT Chair	dahlmanc@mtcps.org

PART B: TEACHING AND LEARNING PRIORITIES

1. State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. “ (These should come from the data dialogue that initiates your planning efforts.)

Big Ideas

1. To improve Tier I teacher instruction by utilizing a district-wide instructional model (Explicit Instruction).
2. To strategically implement building Professional Learning Communities (PLCs) that focus their ongoing collaborative conversations around the results from Tiered (I, II, III) data for the purpose of improving district-wide student learning.
2. State what data were used to identify these ideas.

The data that was used to identify the Big Ideas was the last two years of Mt. Clemens Middle School Spring M-STEP results that displayed single digit performances in Math with less than 20% proficiency scores in ELA in all grades assessed. Many students taking the M-STEP (55%-70% ELA, 70% Math) found themselves performing at level 1 (Not proficient). The less than five percentile rating on the recent Top-To-Bottom state list identified the middle school as a Priority School. The low student academic performances along with an unbalanced building-wide assessment system, curricular misalignments to the Michigan standards, limited resources that are mildly rigorous and concerns raised over the overall teacher evaluation classroom observations have raised serious questions of whether the middle school has the capacity to meet the unique needs of all of their students. In addition to low student performance and capacity issues, there isn't an instructional model internalized to guide teachers as they facilitate learning in the classroom. The district leadership believes that if Mt. Clemens students are taught, in an impactful way, they will learn. The identified Big Ideas provides the district with a building focus for support and direction, to the Mt. Clemens Middle School, for improving student achievement.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken one of the following actions: (a) a new principal has been hired that meets all four turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant. Provide supporting documentation such as resume or interview questions. (Should be completed by the Superintendent/Central Office/narrative).

The district has decided to keep the current principal as he was part of the recent turnaround restructuring of district. Mr. Joe Gibson was the High School principal last year and assumed responsibilities of both the middle school and high school in the 2016-2017 school year. His focus has been on creating effective organizational norms, collecting and analyzing data and galvanizing the staff around curriculum, instruction and assessment. He proved he could act quickly in a fast cycle when the high school improved in the Top-to-Bottom ranking in 2015-2016. He participates in district turnaround meetings and has implemented practices that focus on early wins and big payoffs such as a multi-tiered system of social, emotional and academic support including social and emotional challenges and professional learning communities. The decision was made to place Mr. Gibson as principal of both the middle school and high school because he meets all five turnaround competencies.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed. (Should be completed by the Superintendent/Central Office--narrative).

Leadership capacity will be increased in several ways. The superintendent will meet with building administrators weekly to address barriers impeding the middle school turnaround. Principals will meet with staff, PLC teams and school improvement teams throughout the month to provide support around curriculum, instruction, assessment and culture. Teachers have had professional learning on curriculum, instruction and assessment. Staff members are given opportunities to attend workshops and conferences based on their request and needs. The Leadership actively participates in professional learning opportunities facilitated by MISD consultants to build understanding and capabilities within the organization.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50 % of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation

Our district utilizes a teacher evaluation tool that features the Thoughtful Classroom Teacher Effectiveness Framework. This tool is one of the options recommended by the MDE and all district and building-level leaders have been trained on its use. Thoughtful Classroom focuses on assessing instructional and professional practices as they relate to overall teacher effectiveness and is 65% of each teacher's evaluation. Student growth, as determined by NWEA and Common Formative Assessment results (both given three times per year), comprises 25% of each teacher's evaluation. The remaining 10% of each teacher's evaluation is based on teacher attendance using district and teacher union-agreed upon criteria. Ongoing training has also been provided to our teaching staff on our blended teacher evaluation tool through teacher in-services and staff meetings. Administrators are evaluated using the School Advance Principal Evaluation Framework, which features the five domains of leadership practice: results, leadership, systems alignment, processes, and capacity building. This evaluation tool is aligned with the Michigan statutory requirements for administrator evaluation and all district-level leaders have been trained on its use.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor. Attach the teacher evaluation and Administrator Evaluation.

The Mount Clemens Community Schools Board of Education along with district administrators, teacher union leaders, and teacher representatives collaboratively approved the use of the School Advance Principal Evaluation Framework. District-level leaders have been trained on its use and the district is currently developing a plan for additional training for principals on the tool. School Advance allows the district to establish student growth targets for school-level administrators based on their school's student achievement data (e.g., NWEA and M-STEP scores). Student growth will still comprise 25% of the building administrator's evaluation.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6). (Narrative: Completed by the Superintendent/Central Office)

Instructional staff members who demonstrate notable effectiveness with regard to increasing student achievement and implementing the instructional program with fidelity are identified and rewarded with various school leadership opportunities, including the opportunity to lead and earn stipends as part of a Curriculum Alignment, Teacher Mentor, and School Improvement Teams. Highly effective teachers are also recognized and rewarded via our Teacher of the Month and Teacher of the Year programs. They also have the opportunity to lead and earn stipends as part of a Curriculum Alignment, Teacher Mentor, and School Improvement Teams. Content Leaders assist school and district administration in the planning, development, implementation, and evaluation of various school and district improvement initiatives /strategies/programs, such as on-going staff training and weekly Professional Learning Community (PLC) meetings. The district developed a comprehensive 3 year plan to continue to support these opportunities organizationally.

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.
(Narrative: Completed by the Superintendent/Central Office)

Our aforementioned teacher and administrative evaluation tools are used to identify teachers and administrators who do not improve professional practice or are not increasing student achievement. Teachers who are identified as "Ineffective" or "Minimally Effective" on their end-year evaluation will be put on a Teacher Improvement Plan for the following school year. The Teacher Improvement Plan (TIP) is developed collaboratively between the teacher and principal. The teacher's progress with regard to the recommendations and mandates of the TIP is closely monitored by the teacher and principal throughout the school year via informal walkthroughs and support meetings as well as through formal observations. Professional learning opportunities will also be required as part of the TIP. Educators who are deemed "Ineffective" two years in a row will be considered for removal. Building administrators follow the same process, but may possibly be removed after one year if deemed "Ineffective."

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality(see key terms below), (d) be job-embedded (see key terms below), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

****Key Terms:** "High quality" PD must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. "Job embedded" PD must have ALL the following: consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, is grounded in day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6.

In the spring of 2016, Mt. Clemens Community Schools developed a curriculum-instruction- assessment plan to address weaknesses district wide. After analyzing local and state assessment data, it was decided that we would begin with math in the summer of 2016 because the proficiency levels were the lowest in this content area.

We are currently working on ELA and plan to have the units completed by the spring of 2017. We will begin working on science and social studies units in the summer of 2017. Curriculum will be aligned to the Michigan Standards, instructional units created with common formative/summative assessments. Best practice instructional strategies will be implemented in the classroom ensuring consistency for Tier I instruction in all content areas. The units will be housed in the Atlas Rubicon site where all teachers can access the, leave notes to add strategies, assessments, resources and feedback for team members. Based on what has been put in place, it was decided to

focus our professional learning on Tier I instruction including Explicit Instruction, student engagement and cooperative learning. These strategies will be embed into instruction and practices will be discussed during Professional Learning Communities where teachers can collaborate on effectiveness and student achievement. Teachers will focus on these questions:

1. What do we want our students to know (curriculum/standards)?
2. How will we know they know it (assessments)?
3. What will we do for our students who are not proficient? What will we do with our students who are proficient? (adjusting instruction and curriculum)

The district has devoted the 2016/2017 school year professional learning to Tier I Instruction including Explicit Instruction and student engagement and Professional Learning Communities (PLCs). Administrators, MISD consultants and teacher leaders provide professional learning to all instructional staff. Professional Learning is an ongoing practice which happens during negotiated student days off, half days and weekly grade level/content area common planning time. During initial PLC training, teachers established teams, norms and roles to begin the PLC process. Agendas and a 40 minute protocols are set in advance and turned in to the administrator after each meeting. Teachers can include questions and/or what support is needed so administrators can follow up with individuals and/or teams. The protocol documents will also guide us in making adjustments in future professional learning, staff and school improvement team meetings.

Our second big idea, implementing academic interventions, will focus on identifying students for Tier II and III instruction through through the PLC process. Using the 40 minute protocol students close to proficient and not proficient will be given more support such as one-on-one academic/social counseling, biweekly progress report, and teachers as mentors. PLC, explicit instruction and student engagement professional learning will support staff to address strategies that can be done in the classroom and discussed during common planning time.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

To recruit new teachers to our school based on student needs, we offer a competitive beginning teacher salary relative to nearby schools with opportunities for significant raises based on years of experience and advanced education (i.e., step-based incentives). Highly qualified teachers in certain high-needs content areas may also earn a higher step-based beginning salary. We also promote our mentor teacher, collaborative planning, and PLC programs during teacher interviews to demonstrate our commitment to supporting teachers' peer-to-peer. We have a long-standing partnership with Professional Education Services Group (PESG), which sometimes enables certified PESG paraprofessionals to transition to full-time district teachers. We are also developing a partnership with the Teacher Certification Programs at Baker and Marygrove Colleges.

As far as assigning teachers to our school based on the needs of students in a transformational school, we work with the other schools in the district primarily to see if there are teachers available that have the sought-after certification/experience. For instance, this year we lost our 6-8 science teacher the week before school started, but we were able to identify and bring up a highly qualified science teacher from the elementary school to fill vacancy.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.
(Narrative: Completed by the Superintendent/Central Office)

To retain middle school teachers, we provide a variety of opportunities for leadership and stipends for teachers willing and equipped to take on additional school responsibilities. These opportunities include after-school tutoring; coaching athletic teams; sponsoring academic and enrichment programs; and serving as a Teacher Mentor, School Improvement Team Chair or Member, Content Leader, or PLC Leader. We've made several explicit, research-based efforts to improve our overall school culture and climate, especially with regard to dealing with negative student behaviors, and that has increased our building's attraction to our current teachers. Our teachers also get regular opportunities to be involved with the school's decision-making processes.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority status, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritizes underlying causes of low student performance.

Mount Clemens Middle School utilizes the NWEA Measures of Academic Progress (MAP) computer-adaptive exam to assess our students throughout the year and monitor their growth with regards to achieving proficiency in Mathematics and ELA/Reading specifically. School-wide Common Formative Assessments in ELA, Mathematics, Science, and Social Studies are also given three times again in accordance with the Instructional Learning Cycle (ILC) process; this is our first year of using school-wide Common Formative Assessments. After an in-depth review of data from previous NWEA MAP assessments along with M-STEP assessments and student performance, mathematics is our priority content area at this point. Our lowest scores by far are in mathematics regardless of the assessment tool.

We identified the underlying causes of low student performance as inadequate student engagement, probably in response to poor instructional strategies; lack of efficient, strategic response to student failure; underdeveloped curriculum alignment (especially with Common Core Mathematics); and a general indifference toward or lack of effort on assessments among students. Accordingly, improving Tier 1 instruction in all content areas is also an area of focus. With the analysis of the data, it was clear that Tier I instruction for all students (including all subjects, grade levels, and subgroups) needed improvement. Recognizing deficits in reading and math achievement helped us link research-based instructional programs to meet our students' academic needs. Teachers are receiving year-long professional development in Explicit Instruction, student engagement, Cooperative Learning the Instructional Learning Cycle, and Data Driven Instruction. Our entire Multi-Tiered System of Supports (MTSS) program has been revamped to include numerous research-based Tier 1, 2, and 3 interventions to address student underperformance. We've also established a Student Incentive Points program to help motivate students to give their best effort in the classroom as well as on local and state assessments.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I for school - wide implementation, (c) align with career & college ready standards, , (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program .

Our school's instructional program reflects our commitment to improving Tier I instruction as well as implementing a strategic, research-based MTSS program through the PLC process. As aforementioned, mathematics is our priority content area due to low student achievement. Accordingly, a team of teacher leaders (with support from

the Macomb ISD) worked over the summer of 2016 to develop a State Academic Standards-aligned mathematics curriculum featuring a localized version of the MAISA Units and formative assessments. Now we can develop vertical standards-based consistency across grade levels and prevent potential curriculum gaps from forming. Our plan is to align ELA, science (to the Next Generation Science Standards), and social studies in a similar fashion over the next two years. Our primary mathematics curriculum resource is the Big Ideas Math program, which utilizes a research-based, balanced instructional approach that includes both discovery learning and scaffolded lessons.

Teachers are currently receiving year-long training in the Explicit Instruction model (with support from the Macomb ISD) with the aim of increasing student engagement in all core content areas. Our goals are to establish a sustainable Tier 1 instructional method for getting our students to be more active participants in the learning process while maximizing student academic growth. The Explicit Instruction model's focus on preparing teachers to more efficiently identify key concepts, strategies, skills, and routines to teach; design and deliver effective lessons; as well as give students opportunities to practice and master new material, is ideal for our students' needs. It also allows us to emphasize academic vocabulary more effectually and utilize more Cooperative Learning. Administrators will evaluate qualitatively and quantitatively with adult and student measures to determine the fidelity of implementation, as well as addressing areas of need.

Our goal is the established a balanced assessment system. Screening and progress monitoring tools will be used to measure and monitor student achievement, including weekly formative assessments; fall, winter, and spring NWEA MAP exams; and fall, winter, and spring High Priority Standard-based Benchmark Assessments.

In an effort to increase student growth, we have incorporated the Study Island-NWEA MAP Link program, a self-paced Tier I program that uses a student's NWEA MAP assessment results (i.e., Reading and Math RIT scores) to create an individualized learning path, delivered online through the Study Island program. Teachers can now easily pinpoint academic strengths and weaknesses through our students' NWEA MAP test results, and then target those areas for each individual student with Study Island's standards-based content.

To support students requiring more intensive academic support, we also offer Tier II pull-out interventions for remedial mathematics and ELA instruction. We use the Carnegie Learning MATHia X program, which provides students with personalized, Internet-based math remediation (Tier III). For our struggle readers, we offer the SRA Corrective Reading program, which focuses on decoding and reading comprehension skills deficits by providing students with the structure and practice they need to overcome those deficits (Tier III).

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact.

The Mt. Clemens Middle School teachers gather, as a Professional Learning Community (PLC), by building content areas, to analyze student data three times a month. Each of the PLC meetings last a little less than one hour. Summative data (M-STEP, NWEA) reports are provided to content assessed PLCs shortly after test administration. State reports such as Target Analysis Reports along with Data Dialogues are used to analyze the data. Interim reports are created from Data Director, an assessment program that is utilized county-wide, are given to the PLC

content teams shortly after the administration of unit and semester assessments. Prior to unit teaching, learning targets are unwrapped from identified unit standards and prioritized. Classroom formative assessment takes place with those learning targets that are considered to be essential. The middle school is moving toward creating a balanced assessment system (formative, interim, summative) that provides ongoing data to teachers so they can adjust their instruction while aligning rigorous resources to help meet the outcomes from the unit. Data from summative, interim and formative assessments are brought to content area PLCs as they meet throughout the month. The PLCs use an adaptive Solution Tree protocol for analyzing assessment and non-assessment related data (i.e. attendance, behavior, etc.). The Solution Tree structure of the 40 minute protocol includes the following: Introduction, Sharing Ideas, Challenges, Proposed Solutions, Action Plan and Closing the Meeting. Once the team protocol is summarized (successes, learnings, goal(s) and focus for the next meeting) the feedback gives teachers classroom instructional direction. In addition, this analysis protocol, regularly used, provides information to teachers that allows for them to effectively plan for Tier II and Tier II instruction. That planning includes how to implement their selected instructional model, Explicit Instruction. Included in their unit development are instructional outcomes that are aligned with assessments that are tied to the unit priority learning targets and standards. The impact of the teacher lessons and mastery of the learning targets are analyzed by the student performance exhibited on the assessments within the structure of PLC meetings. This middle school process that has been described repeats itself once a new content unit begins.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: Time for Core Subjects

In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been added or recaptured; (c) a rationale that supports why these changes will lead to increased student achievement.

Mount Clemens Middle School has redesigned the use of our current schedule to include academic supports such as the Academic Support Room, which is a separate, less distracting location for students who qualify for either special or general education class placement and may benefit from more focused academic support in a small group setting for a specific class period. We also now schedule all students to attend weekly Study Island-NWEA MAP Link ELA and mathematics practice sessions (see aforementioned program description). This allows students the increased time in these two key core content areas needed to make enough growth to eventually close the content proficiency gap. Students also have extended learning opportunities in our Homework Helper After-school Academic Support program. In Homework Helper, students can receive tutoring as well as class work and test prep support from our teachers, paraprofessionals, and peer volunteer.

Indicator 8B: Time for Enrichment

In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use

of the current schedule (choose one); (b) a description of how much time has been added or recaptured; (c) a rationale that supports why these changes will lead to increased student achievement.

This year we redesigned our elective (or special) class offerings to include Robotics, Earth & Space, Creative Writing, Beginning Drama, Nutrition and Foods, Digital Publications, Physical Education, as well as Basic and Advance Art. Eighth grade students who have demonstrated a significant proficiency in mathematics can enroll in Algebra I and receive high school credit. In our ongoing partnership with the MSU Extension 4-H Tech Wizards after-school program, students explore science, technology, engineering and mathematics through fun, hands-on projects.

Indicator 8C: Time for Professional Collaboration

In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been added or recaptured; (c) a rationale that supports why these changes will lead to increased student achievement.

All instructional staff will participate in our revamped year-long schedule of professional learning workshops with embedded on-going collaborative opportunities focusing on Explicit Instruction, key tools from the Thoughtful Classroom Teacher Effectiveness Framework, and Becoming a Trauma-Informed School. These workshops include 3 more half-days of professional development than last year. We also are establishing weekly PLC meetings, which will be facilitated by teacher leaders with administrative guidance and focused on increasing student achievement by improving data-driven Tier 1 instruction and implementing academic interventions according to student needs. Our weekly PLC meeting themes (and data documentation protocols) include:

Week 2 Meeting: Analyze Student Performance (e.g., Quiz/Test/Course Failure, Work Ethic, Resilience, Attendance, Behavior); Positive Teacher Reactions to Student Failure; MTSS Recommendations (use forms Meeting Summary Form I or II AND Student Performance Issues and Interventions)

Week 3 Meeting: Analyze Student Engagement; Classroom Culture; Elements of Teacher Evaluation; Classroom Instructional Strategies and Best Practices; School Improvement Plan Programs (use forms Meeting Summary Form I or II AND Student Engagement, Classroom Culture, and Instructional Issues and Interventions)

Week 4 Meeting: Analyze Data from PSAT/SAT/NWEA/Formative and Summative Assessments/Monthly Benchmarks; Common Core/State/High Priority Standards Proficiency and Progression; Test Preparation Best Practices (use forms Meeting Summary Form I or II AND Classroom Data Analysis)

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

We utilize multiple methods to increase parent involvement and encourage parents to work with teachers in maximizing learning opportunities for their students. We use our annual Welcome Back Bash, Open House, Parent Teacher Conferences, Title 1 Nights, Facebook, our school website, monthly newsletters, the InTouch Notification System, parent surveys, parent phone calls, Parent & Community Meetings, and print notices to provide opportunities for sustainable, on-going school-to-parent communication. Our school also uses the Parent Portal phone and computer application, which connects parents to students' data online, anytime, from anywhere there is internet access. Once the Portal is accessed, information about only their child's progress can be viewed. Making this information-rich connection with parents is a clear way to improve communication between teachers,

parents and students. Access to the Parent Portal can be gained from home, work, public library, or anywhere an internet connection can be established. The Parent Portal is a free service to our families.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

We have an on-going partnership with the Mount Clemens Community Coalition, whose goal is to create a safe, healthy community by building and supporting strong families, schools, and neighborhoods. The Coalition is comprised of community members and local leaders representing twelve sectors of the community who are committed to reducing substance abuse among adolescents and preparing them for lifelong success. The Coalition has sponsored an annual Career Fair and "Real Talk" Day, which allows students a structured opportunity to dialogue peer-to-peer about issues ranging from teen stress to academic motivation. We also have a long-standing partnership with the Mount Clemens Optimist Club. They support our students by sponsoring an annual Speech and Essay Contest in which our students can earn substantial cash prizes for demonstrating high quality work.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written. The district must include a statement that how the school's Title 1 allocation is used will be decided by the School Improvement Team and building leader. (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form)

Mount Clemens Community Schools' district is supporting Mount Clemens Middle School's reform efforts in a variety of ways. For one, the principal has been given increased autonomy in the school's use of Title 1 funding so that the implementation of the reform plan can be better financially supported. Title 1 funds are currently being used to fund additional support personnel (Student Success Coach along with Math and ELA Paraprofessionals), the purchase of intervention materials used for reading and math (SRA Corrective Reading, MATHiaX, Study Island-NWEA MAP Link), as well as maintain key academic support programs (Homework Helper After-school Academic Support, Student Incentive Points, Student Recognition Trips, Academic Support Room). In addition, the district has also provided school leadership with more flexibility regarding the scheduling of professional development workshops and the weekly PLC meetings.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

The district had had an existing relationship with the Macomb Intermediate School District and is working collaboratively on professional learning and supports needed at a classroom, building and district level. This includes but is not limited to subject specific content knowledge and pedagogy, climate and culture, and instructional practices.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

- Dr. Bill Pearson Superintendent PearsonB@mtcps.org
- Sarah Mohler Data and Assessment MohlerS@mtcps.org

Teacher Rating

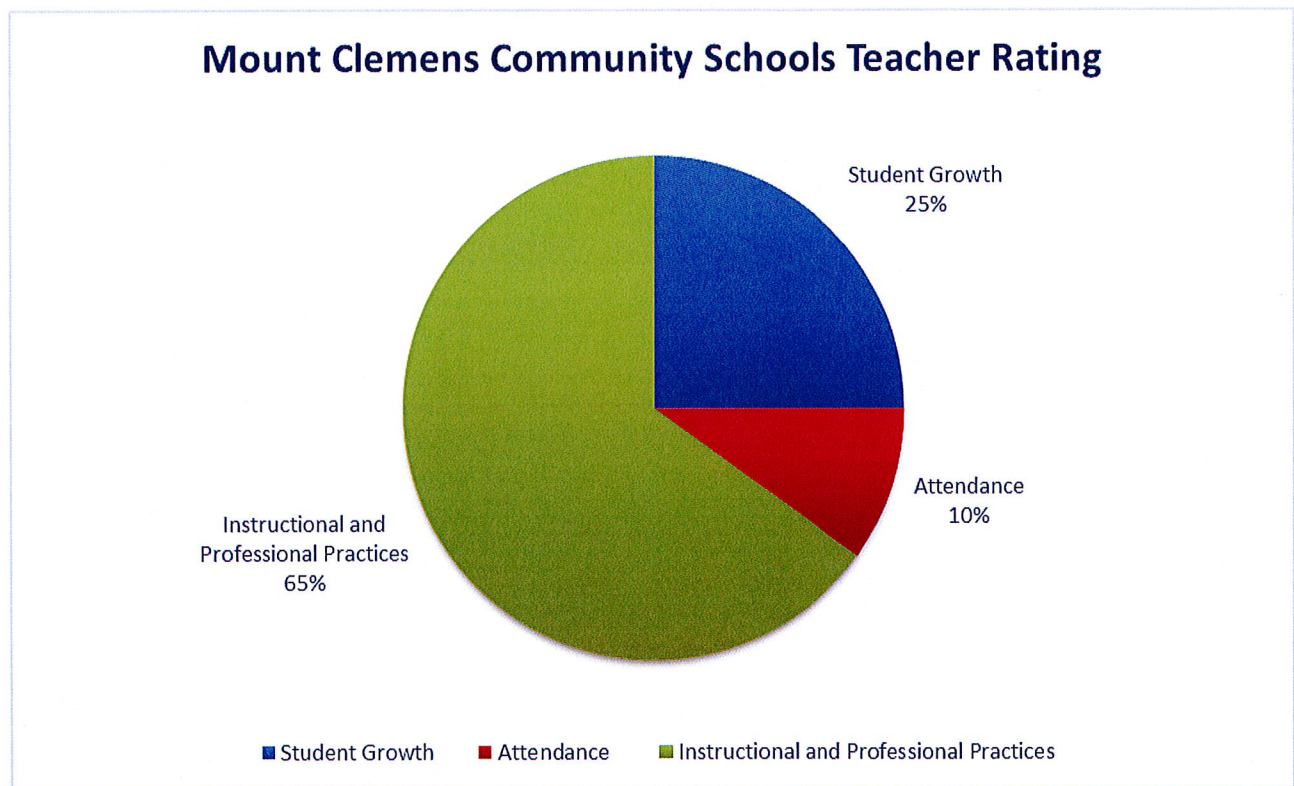
Current Laws in Michigan outline the following for Educator Evaluations:

<http://legislature.mi.gov/doc.aspx?mcl-380-1249>

What does this look like for Mount Clemens Community Schools?

- Of the Overall Rating Student Growth will count for 25% - as identified by the state.
 - NWEA
 - High Priority Standards
- Attendance will count for 10%
- Instructional and Professional Practices will make up the remaining 65%

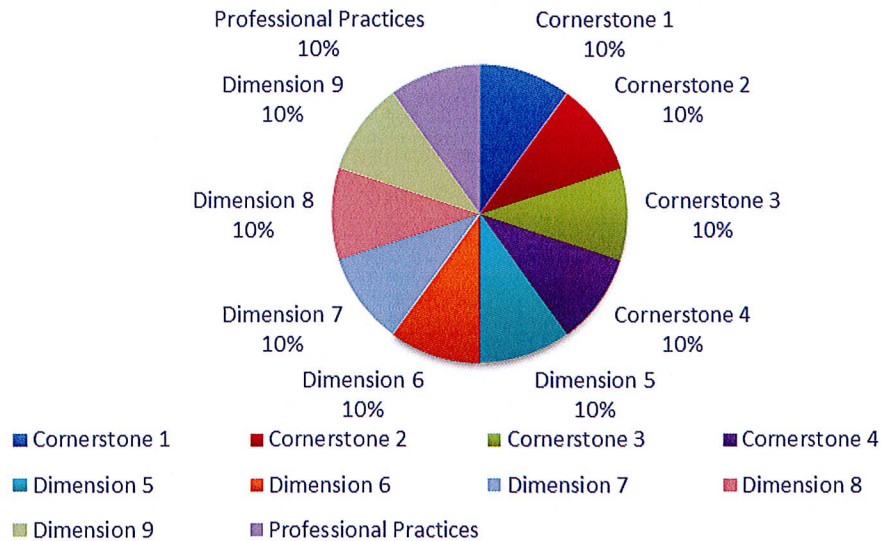
STAGES calculates each of these categories to make 3 equal parts of 100%. Categories are weighted to represent this data.



Instructional and Professional Practices

Instructional and Professional Practices will be weighted to get a category total of 100%. This year all 10 categories will be used for teacher ratings. As such, each category will make up 10% of the entire portion of Instructional and Professional Practices.

Instructional and Professional Practices

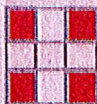


COMPONENT ONE

Four Cornerstones of Effective Teaching (Dimensions 1, 2, 3, & 4)

Around the Framework are four foundational dimensions that have been adapted from the preeminent teacher-effectiveness models (Danielson, 2007; Marzano, 2007; Marzano, Frontier, & Livingston, 2011; Saphier, Haley-Speca, & Gower, 2008; Stronge, 2010). These are the four dimensions:

- 1 Organization, Rules, and Procedures
- 2 Positive Relationships
- 3 Engagement and Enjoyment
- 4 A Culture of Thinking and Learning



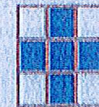
These cornerstones represent the universal elements of quality instruction, whether in a kindergarten class, AP Physics lab, or anywhere in between. Without these four cornerstones in place, student learning will be compromised.

COMPONENT TWO

Five Episodes of Effective Instruction (Dimensions 5, 6, 7, 8, & 9)

While there are clear universal elements to good instruction, it is also true that good instruction tends to unfold in a series of distinct learning episodes. By synthesizing the best research on instructional design (Hunter, 1984; Marzano, 2007; Wiggins & McTighe, 2005), we've identified five critical episodes that increase the likelihood of deep learning. In these five episodes, teachers work towards distinct instructional purposes:

- 5 Preparing Students for New Learning
- 6 Presenting New Learning
- 7 Deepening and Reinforcing Learning
- 8 Applying Learning
- 9 Reflecting on and Celebrating Learning



Understanding these five episodes—and their driving purposes—is critical for both the teacher and the observer. Teachers use these episodes to design high-quality lessons and units. For classroom observations, these five episodes immediately orient the observer within the instructional sequence, ensuring that teachers and observers are on the same page.

The Thoughtful Classroom Teacher Effectiveness Framework

Organization, Rules, and Procedures	Preparing Students for New Learning	Positive Relationships
Deepening and Reinforcing Learning	Presenting New Learning	Reflecting On and Celebrating Learning
A Culture of Thinking and Learning	Applying Learning	Engagement and Enjoyment
Professional Practice		

COMPONENT THREE

Looking Beyond the Classroom



Effective Professional Practice (Dimension 10)

- 10 The Framework also includes a tenth dimension focused on professional practice, which addresses important non-instructional responsibilities, including the teacher's commitment to ongoing learning, professionalism, and the school community.

Instructional Practices

How do my Formal Observations fit into my evaluation for 2016/2017?

- Teachers will have 2 Formal Observations during the year.
 - One observation will be scheduled between the teacher and administrator.
 - The other observation will be an unscheduled/unannounced observation.
- The Scheduled Observation Process will be set-up as follows:
 - The teacher schedules a pre-observation conference
 - The administrator observes the teacher for 1 hour (PreK-5) or 1 Period (6-12)
 - The teacher schedules a post-observation conference
- The Unscheduled Observation Process will be set-up as follows:
 - The administrator observes the teacher for 1 hour (PreK-5) or 1 Period (6-12)
 - The teacher schedules a post-observation conference
- Teachers in grades pre-k - 5 will be observed once in ELA and once in mathematics. Art and PE teachers will be observed during two different instructional periods.
- Teachers in grades 6 - 12 will be observed during two different instructional periods, to be arranged with administration.
- During the observation, the administrator will be specifically looking for expected Instructional Indicators and Impact on Student Learning within each cornerstone and dimensions:
- CORNERSTONES:

<p>1 Organization, Rules, and Procedures</p> <p><i>How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"><input type="checkbox"/> 1.1 Organizes the classroom for safety and learning<input type="checkbox"/> 1.2 Maintains smooth flow of activities<input type="checkbox"/> 1.3 Establishes classroom rules and procedures<input type="checkbox"/> 1.4 Provides clear task directions<input type="checkbox"/> 1.5 Manages student behavior<input type="checkbox"/> 1.6 Manages non-instructional tasks efficiently<input type="checkbox"/> 1.7 Works effectively with other adults in the classroom <p>Impact on Student Learning – Sample Student Behaviors</p> <ul style="list-style-type: none">• Show respect for each other and the classroom• Understand and follow classroom rules and procedures• Take responsibility for their own learning <p>Four-Point Assessment Rubric (see panel for description)†</p> <p>(1) Novice (2) Developing (3) Proficient (4) Expert</p> 	<p>2 Positive Relationships</p> <p><i>How does the teacher build meaningful relationships with the students and among students to promote learning?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"><input type="checkbox"/> 2.1 Maintains a positive and “with it” demeanor<input type="checkbox"/> 2.2 Incorporates students’ interests into lessons<input type="checkbox"/> 2.3 Differentiates instruction and assessment to meet students’ needs<input type="checkbox"/> 2.4 Builds a respectful and supportive classroom [ccss]<input type="checkbox"/> 2.5 Promotes high-level student collaboration [ccss]<input type="checkbox"/> 2.6 Communicates with students and the home<input type="checkbox"/> 2.7 Shows care and concern for students as individuals <p>Impact on Student Learning – Sample Behaviors</p> <ul style="list-style-type: none">• Are respectful of each other and the teacher• Collaborate with each other• Participate in whole-class and small-group discussions <p>Four-Point Assessment Rubric (see panel for description)†</p> <p>(1) Novice (2) Developing (3) Proficient (4) Expert</p> 
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3 | Engagement and Enjoyment

How does the teacher motivate students to do their best work and inspire the love of learning?

Instructional Indicators (Formative Observation)*

- ☐ 3.1 Invites diverse forms of thinking [ccss]
- ☐ 3.2 Uses motivational levers (e.g., controversy, choice, competition, challenge, creativity, etc.)
- ☐ 3.3 Maintains excitement and on-task behavior using a variety of tools and strategies
- ☐ 3.4 Displays a passion for teaching and learning
- ☐ 3.5 Encourages students to pursue interests, make choices, and develop personal perspectives
- ☐ 3.6 Creates a classroom that inspires and delights

Impact on Student Learning – Sample Student Behaviors

- Are energetic and enthusiastic
- Enjoy themselves in the classroom
- Express their own interests, ideas, and insights

Four-Point Assessment Rubric (see panel for description)†

(1) Novice | (2) Developing | (3) Proficient | (4) Expert

TC
3

4 | A Culture of Thinking and Learning

How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

Instructional Indicators (Formative Observation)*

- ☐ 4.1 Helps students develop skills for reading rigorous texts [ccss]
- ☐ 4.2 Engages students in higher-order thinking [ccss]
- ☐ 4.3 Challenges students to support ideas with evidence [ccss]
- ☐ 4.4 Uses effective questioning and recognition techniques [ccss]
- ☐ 4.5 Encourages discussion, dialogue, and debate [ccss]
- ☐ 4.6 Requires use of critical academic vocabulary [ccss]
- ☐ 4.7 Uses technology as a learning tool [ccss]
- ☐ 4.8 Encourages students to use strategies on their own [ccss]

Impact on Student Learning – Sample Student Behaviors

- Use different forms of critical thinking
- Support their thinking with evidence
- Use academic vocabulary

Four-Point Assessment Rubric (see panel for description)†

(1) Novice | (2) Developing | (3) Proficient | (4) Expert

TC
4

• DIMENSIONS:

5 | Preparing Students for New Learning

How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

Instructional Indicators (Formative Observation)*

- ☐ 5.1 Selects appropriate standards [ccss]
- ☐ 5.2 Establishes clear and measurable learning goals/targets [ccss]
- ☐ 5.3 Poses essential questions [ccss]
- ☐ 5.4 Uses engaging hooks
- ☐ 5.5 Introduces key vocabulary [ccss]
- ☐ 5.6 Assesses students' background knowledge, skills, and interests
- ☐ 5.7 Clarifies expectations for products and performances [ccss]
- ☐ 5.8 Encourages students to develop personal goals

Impact on Student Learning – Sample Student Behaviors

- Understand/restate learning goals in their own words
- Know what they have to produce and what's expected of them
- Call up their prior knowledge

Four-Point Assessment Rubric (see panel for description)†

(1) Novice | (2) Developing | (3) Proficient | (4) Expert

TC
5

6 | Presenting New Learning

How does the teacher present new information and provide opportunities for students to actively engage with content?

Instructional Indicators (Formative Observation)*

- ☐ 6.1 Organizes content into meaningful chunks [ccss]
- ☐ 6.2 Uses multiple sources of information/media [ccss]
- ☐ 6.3 Demonstrates high-quality communication skills [ccss]
- ☐ 6.4 Uses various presentation techniques to enhance memory
- ☐ 6.5 Conducts modeling and think-alouds
- ☐ 6.6 Uses a variety of questioning and response techniques to assess understanding and adjust instruction
- ☐ 6.7 Uses outside resources to enhance learning [ccss]
- ☐ 6.8 Helps students assemble big ideas [ccss]

Impact on Student Learning – Sample Student Behaviors

- Are able to identify big ideas and important details
- Can answer questions about their learning
- Can summarize what they've learned

Four-Point Assessment Rubric (see panel for description)†

(1) Novice | (2) Developing | (3) Proficient | (4) Expert

TC
6

7 | Deepening and Reinforcing Learning

How does the teacher help students solidify their understanding and practice new skills?

Instructional Indicators (Formative Observation)*

- ☐ 7.1 Identifies critical junctures and has students assess progress
- ☐ 7.2 Assigns regular content-based writing tasks [ccss]
- ☐ 7.3 Conducts periodic review and practice sessions
- ☐ 7.4 Provides descriptive feedback
- ☐ 7.5 Groups students to maximize learning
- ☐ 7.6 Uses a variety of resources [ccss]
- ☐ 7.7 Provides opportunities to process learning deeply [ccss]
- ☐ 7.8 Assigns purposeful homework

Impact on Student Learning – Sample Student Behaviors

- Are able to distinguish between what they know, don't know, and need to work on
- Practice and rehearse
- Use feedback to assess and modify their performance

Four-Point Assessment Rubric (see panel for description)†

(1) Novice | (2) Developing | (3) Proficient | (4) Expert

TC
7

8 | Applying Learning

How does the teacher help students demonstrate their learning, and what kinds of evidence does the teacher collect to assess student progress?

Instructional Indicators (Formative Observation)*

- ☐ 8.1 Aligns summative assessment with learning goals/targets
- ☐ 8.2 Requires students to transfer learning [ccss]
- ☐ 8.3 Develops writing tasks that promote college and career readiness [ccss]
- ☐ 8.4 Engages students in authentic research projects [ccss]
- ☐ 8.5 Challenges students to present and defend ideas [ccss]
- ☐ 8.6 Helps students analyze and address task demands [ccss]
- ☐ 8.7 Clarifies expectations (e.g., checklists, rubrics, models, etc.)
- ☐ 8.8 Differentiates assessment tasks

Impact on Student Learning – Sample Student Behaviors

- Analyze and revise their own work to improve its quality
- Incorporate feedback into their revisions
- Present and explain their work

Four-Point Assessment Rubric (see panel for description)†

(1) Novice | (2) Developing | (3) Proficient | (4) Expert

TC
8

9 | Reflecting On and Celebrating Learning
How does the teacher help students look back on their learning and refine their learning process?


Instructional Indicators (Formative Observation)*

- ☐ 9.1 Celebrates student achievement
- ☐ 9.2 Encourages students to look back and develop new insights *[ccss]*
- ☐ 9.3 Provides students opportunities to reflect on their learning
- ☐ 9.4 Promotes metacognition *[ccss]*
- ☐ 9.5 Helps students review and address unmet goals
- ☐ 9.6 Helps students set future performance goals

Impact on Student Learning – Sample Student Behaviors

- Take a step back to see the big picture
- Talk about their own learning process
- Look back at their learning goals to assess their effort and achievement

Four-Point Assessment Rubric (see panel for description)†
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert



- During Informal Learning Walks, notes administrators share with the teacher may be factored into the final evaluation.
- Final ratings for Cornerstone 1-4 and Dimension 5-9 will be based on an average of data collected during the school year.

1 - Ineffective	2 - Minimally Effective	3 - Effective	4 - Highly Effective
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Professional Practices

How do my Professional Practices fit into my evaluation for 2016/2017?

- Teachers will be accountable in three main areas for professional practice: commitment to professional growth, commitment to school community and commitment to professionalism
- Each commitment to professional practice has a rubric for evaluating where the teachers are on their spectrum of contribution to the school community.
- After scores have been individually calculated in each category, they will be averaged to determine a final score for “Professional Practice”
- This score will count for 10% of the overall Instruction and Professional Practices Section

10 | Professional Practice

How committed is the teacher to professional learning and contributing to the school community?

Commitment to Professional Growth

- ☐ 10.1 Self-assesses and works to improve classroom practice
- ☐ 10.2 Develops and implements a professional growth plan
- ☐ 10.3 Seeks out professional development and continuous learning opportunities
- ☐ 10.4 Works with colleagues to improve practice throughout the building

(1) **Novice:** The teacher is reluctant or resistant to professional growth.
(2) **Developing:** The teacher has made an initial commitment to professional growth and applies new learning in the classroom.
(3) **Proficient:** The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.
(4) **Expert:** The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.

Commitment to the School Community

- ☐ 10.5 Maintains open communication with the entire school community
- ☐ 10.6 Assumes appropriate leadership roles
- ☐ 10.7 Maintains and builds a positive school culture

(1) **Novice:** The teacher is not contributing to the school community beyond his or her classroom.
(2) **Developing:** The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.
(3) **Proficient:** The teacher is a regular and active contributor to the school community.
(4) **Expert:** The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.

Commitment to Professionalism

- ☐ 10.8 Maintains a high level of professionalism at all times
- ☐ 10.9 Adheres to legal responsibilities and current educational policies

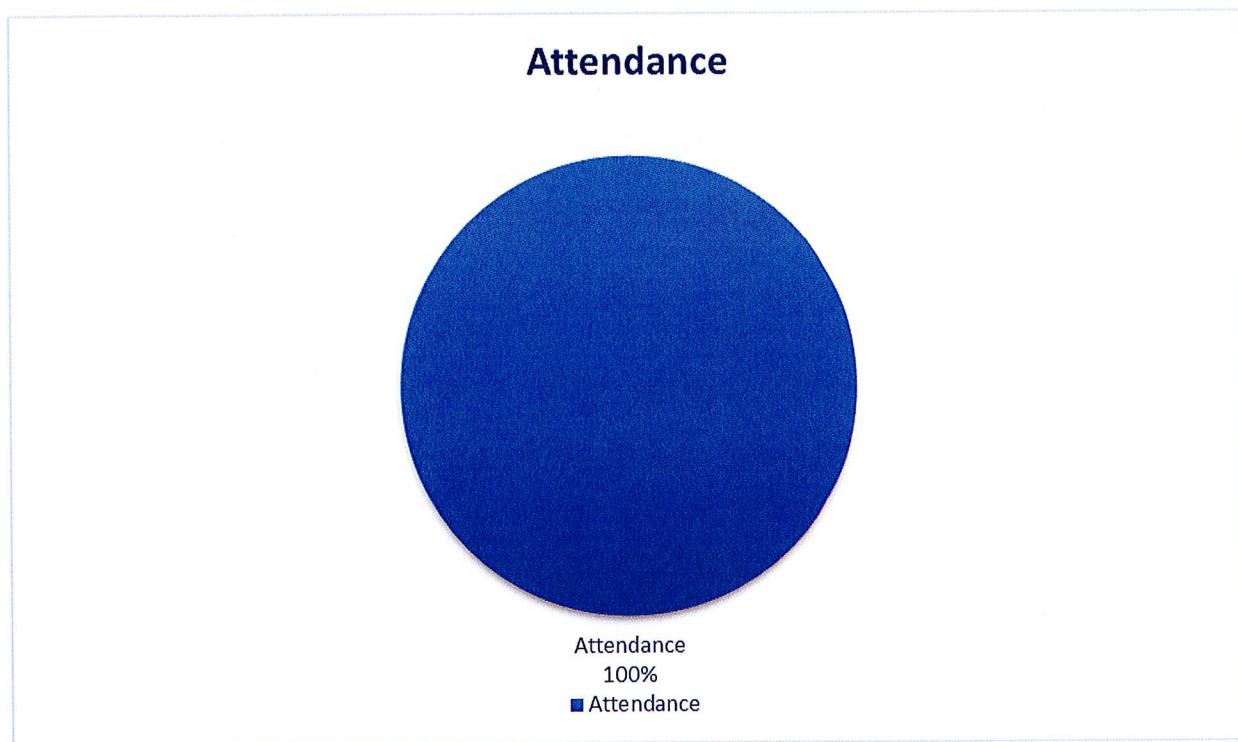
(1) **Novice:** The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).
(2) **Developing:** The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.
(3) **Proficient:** The teacher adheres to school rules and is generally aware of major changes in educational policy.
(4) **Expert:** The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.



1 - Ineffective	2 - Minimally Effective	3 - Effective	4 - Highly Effective
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Attendance

Attendance will be weighted to get a category total of 100%.



How does Attendance fit into my evaluation for 2016/2017?

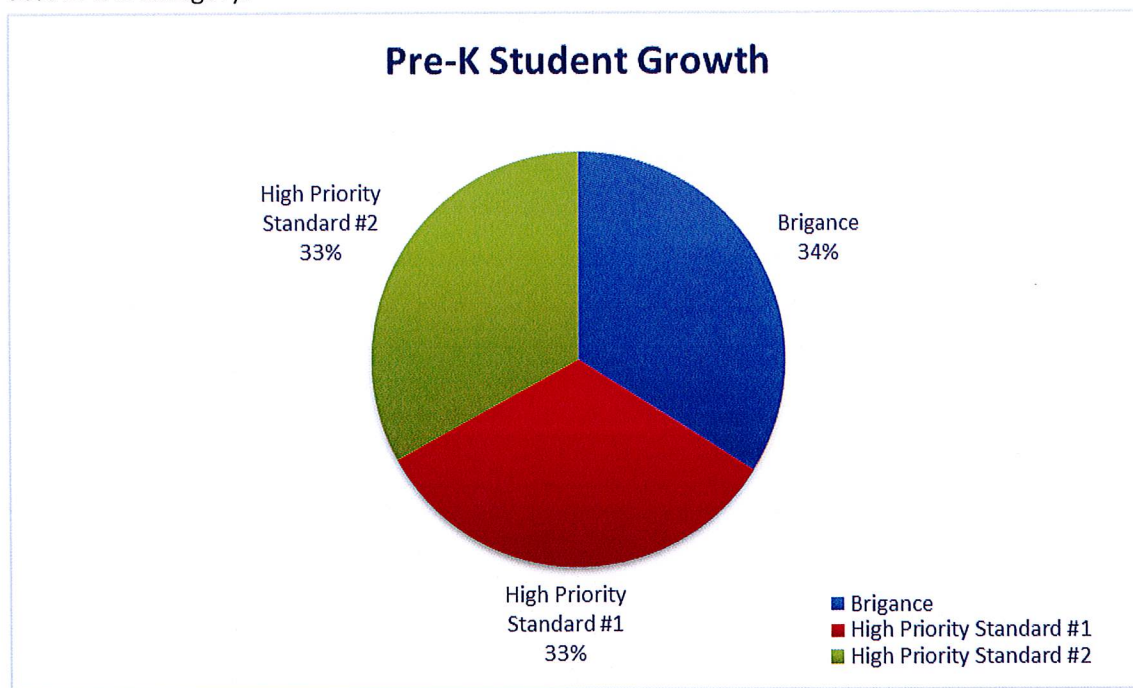
- Teachers may use sick or personal business days at their discretion, however, attendance will be factored into the evaluation based on the intervals below.
- Attendance at a professional development meeting/conference will not be counted against teachers, but it must be approved by an administrator before leaving the building.

1 - Ineffective	2 - Minimally Effective	3 - Effective	4 - Highly Effective
11 or more days absent	9-10 days absent	7-8 days absent	0-6 days absent

Student Growth

Pre-K Student Growth

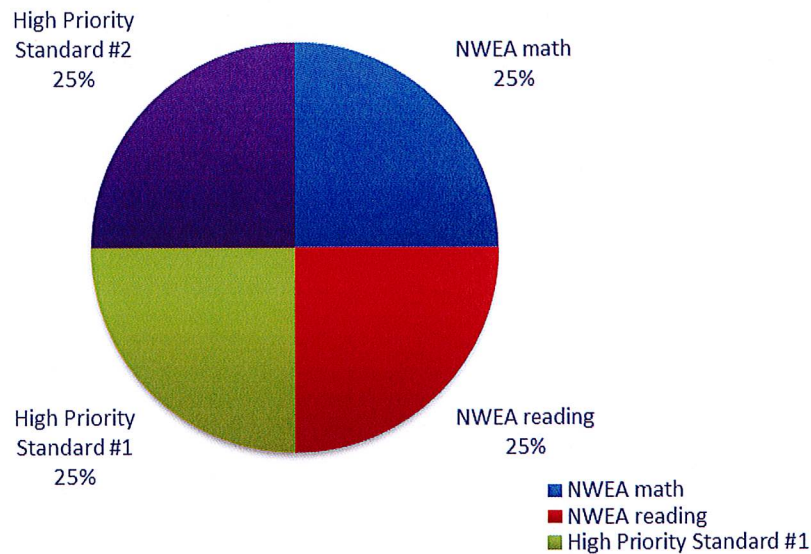
Brigance and High Priority Standards (HPS) will be weighted to get a category total of 100%. Brigance will make up 34% of the category, HPS #1 will make up 33% of the category and the HPS #2 will make up 33% of the category.



K-5 Student Growth

NWEA and High Priority Standards (HPS) will be weighted to get a category total of 100%. NWEA math will make up 25% of the category, NWEA reading will make up 25% of the category, HPS #1 will make up 25% of the category and the HPS #2 will make up 25% of the category.

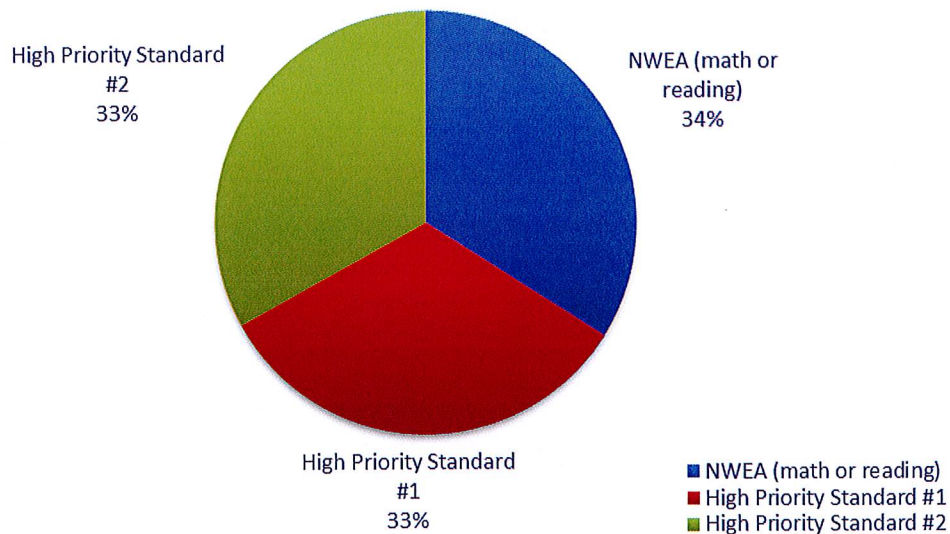
K-5 Student Growth



Middle School Student Growth

NWEA and High Priority Standards (HPS) will be weighted to get a category total of 100%. NWEA math will make up 34% of the category for math teachers, NWEA reading will make up 34% of the category for all non-math teachers, HPS #1 will make up 33% and the HPS #2 will make up 33% of the category.

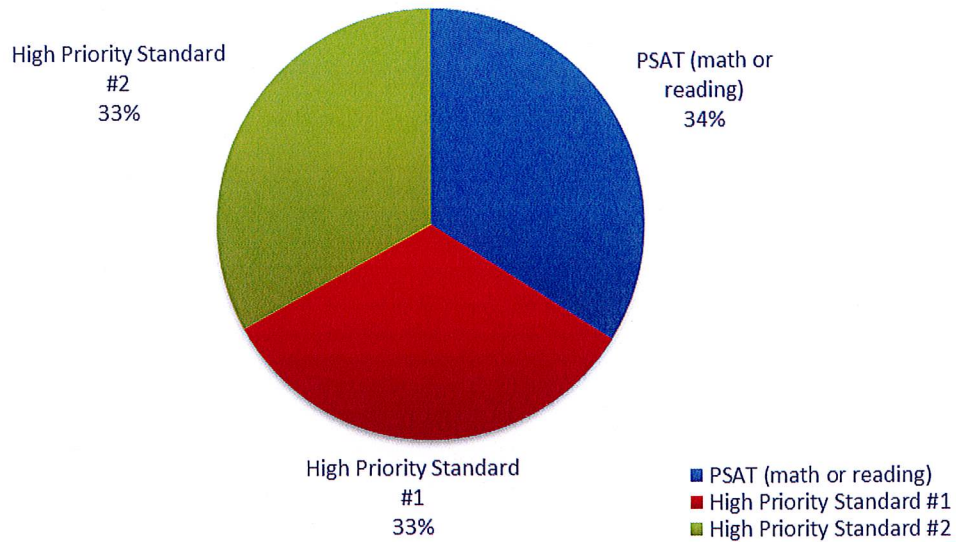
6-8 Student Growth



High School Student Growth

PSAT and High Priority Standards (HPS) will be weighted to get a category total of 100%. PSAT math will make up 34% of the category for math teachers, PSAT reading will make up 34% of the category for all non-math teachers, HPS #1 will make up 33% and the HPS #2 will make up 33% of the category.

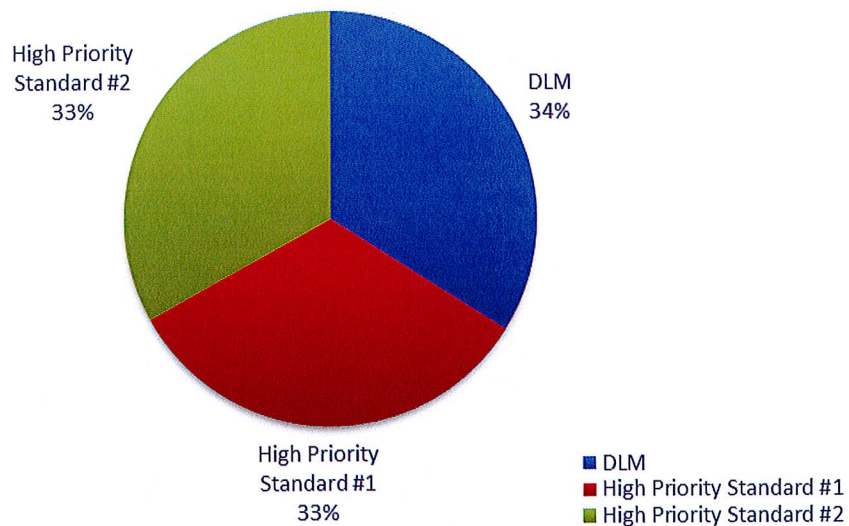
9-12 Student Growth



CI Student Growth

DLM and High Priority Standards (HPS) will be weighted to get a category total of 100%. DLM will make up 34% of the category, HPS #1 will make up 33% of the category and the HPS #2 will make up 33% of the category.

CI Student Growth



NWEA

How does NWEA data fit into my evaluation for 2016/2017?

- STUDENT GROWTH is based on the NWEA norms for *Projected Growth* of individual student scores for each grade level.
- Projected Growth is developed for each student based on their Fall Score. A student is expected to have a year's worth of growth in a year's time.
- Projected Growth = 1 year of growth = 100%

1 - Ineffective	2 - Minimally Effective	3 - Effective	4 - Highly Effective
Less than 60% of your students showed at least 100% growth.	60 - 74.99% of your students showed at least 100% growth.	75 - 89.99% of your students showed at least 100% growth.	90% or more of your students showed at least 100% growth.

- If you teach K-5 and are responsible to teach your students Reading/ELA **AND** Mathematics:
 - Your Evaluation score is based on the projected growth scores for student results in both Mathematics and Reading. Each score counts for a different component of the student growth section.
- If you teach 6 – 8 and are responsible to teach your students Reading/ELA **OR** Mathematics:
 - Your Evaluation score is based on the projected growth scores for student results in the subject area you are responsible for. Math for 6-8 math teachers and Reading for all other 6-8 teachers.

PSAT/Brigance/DLM

How does testing data fit into my evaluation for 2016/2017?

- STUDENT GROWTH is based on growth of individual student scores for each grade level.

1 - Ineffective	2 - Minimally Effective	3 - Effective	4 - Highly Effective
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Less than 60% of your students showed growth.	60 - 74.99% of your students showed growth.	75 - 89.99% of your students showed growth.	90% or more of your students showed growth.
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High Priority Standards

How does the High Priority Standard fit into my evaluation for 2016/2017?

- Teachers will identify 2 separate Common Core State Standard that are directly related to the district High Priority Standards for the 2016-2017 year that they will focus on for learning content during the year.
- Teachers will be expected to complete HPS #1 by the end of the first quarter and HPS #2 by the beginning of May (when the evaluation window opens.)
- Teachers at the Pre-K to 5 level must complete 1 HPS in math and 1 HPS in reading.
- Teachers at the 6-12 level will select 2 standards related to their content.

Completing a High Priority Standard with Fidelity

- Approval Conference
 - Teachers should complete the first two sections of their HPS documentation – this includes learning content, data review and baseline evidence.
 - After determining a priority standard, teachers should meet with administrators to set up an approval conference.
 - Teachers should bring a copy of the pre-assessment and post-assessment to the approval conference.
 - At the approval conference teachers will develop with the administrator their instructional timeline and the date they will administer their pre-assessment.
 - Collaboratively an assessment conference date will be scheduled.
- Assessment Conference
 - After teachers have collected their pre-assessment data, they should meet with their administrator again. At this meeting teachers should have an idea of who their selected student population, and target group will be.
 - Teachers should compile a list of strategies and professional learning and resources they will use to help their student group achieve their goal.
 - Collaboratively, with their administrator at their assessment conference, teachers will identify their target and scoring band, which will be essential in determining the rating.
 - At this meeting a date for a final conference will be scheduled.
- Final Conference
 - Teachers will have a Final High Priority Standard conference after the post-assessment data has been recorded.
 - See the High Priority Standard Template (attached) for more information

- The rating will be reflected as follows:

1 - Ineffective	2 - Minimally Effective	3 - Effective	4 - Highly Effective
Less than 60% of your students met target growth OR HPS was not completed.	60 - 74.99% of your students met target growth.	75 - 89.99% of your students met target growth.	90% or more of your students met target growth.